

National Reading and Numeracy Tests – Test administration handbook 2018/19

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Guidance

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National Reading and Numeracy Tests – Test administration handbook 2018/19

Audience

Headteachers, teachers, practitioners, governing bodies of mainstream and special schools; local authorities; church diocesan authorities; national bodies with an interest in education.

Overview

This handbook sets out the arrangements for the National Reading and Numeracy Tests and online personalised assessments to be taken by all learners in Years 2 to 9 in academic year 2018/19. It provides guidance on administration of tests and personalised assessments, and access and disapplication arrangements.

Action required

Headteachers and staff members administering paper-based tests and facilitating online personalised assessments should refer to this handbook for information on the processes for administering the tests/personalised assessments.

Further information

Enquiries about this document should be directed to:

Curriculum Division
The Education Directorate
Welsh Government
Cathays Park
Cardiff
CF10 3NQ

e-mail: NRNT@gov.wales



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This document can be accessed from the Welsh Government's website at gov.wales/learning

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Introduction

The National Reading and Numeracy Tests ('the National Tests') are for **formative** use so that teachers in all maintained schools have information on the reading and numeracy skills of their learners and a common understanding of strengths and areas for improvement in these skills.

The National Tests are focused on understanding learner progress, and not school performance or accountability.

Eligible learners in maintained schools are required to sit the National Tests. The Welsh Government requires that they replace rather than supplement any reading and numeracy tests that were used in schools before their introduction.

This handbook forms the National Tests administration handbook ('NT administration handbook') for the purposes of the Education (National Curriculum) (Assessment Arrangements for Reading and Numeracy) (Wales) Order 2013. It sets out the arrangements for the administration of the National Tests for all learners in Years 2 to 9 in the academic year 2018/19.

From 2018/19, online National Tests will be phased in over three years, starting with Numeracy (Procedural). This handbook refers to the **online** National Tests as 'personalised assessments'. Over time the personalised assessments will replace the current paper-based National Tests in line with the timetable below.

Academic year	Numeracy (Procedural)	Reading (English and Welsh)	Numeracy (Reasoning)
2018/19	Online	Paper	Paper
2019/20	Online	Online	Paper
2020/21	Online	Online	Online

In academic year 2018/19, all learners in Years 2 to 9 in maintained schools (including community, voluntary-aided, voluntary-controlled and foundation) are required to take the **online** National Numeracy Personalised Assessment (Procedural), as well as the **paper-based** National Reading Tests and National Numeracy Tests (Reasoning).

The assessment timetable on page 4 of this document is the paper-based National Tests assessment timetable ('NT assessment timetable') for the purposes of the above regulations.

Learner well-being

The purpose of the paper-based National Tests and the new personalised assessments is formative, enabling teachers to assess how learners' reading and numeracy skills are developing and to use this assessment to inform teaching.

The tests should **not** be a source of worry or anxiety for learners and it is very important that schools pay attention to how the tests are presented to ensure that

any stress is avoided. While familiarising learners with the format of the questions is good practice, overemphasis on preparation, 'practising' with past test questions and the use of test questions for homework is inappropriate in the context of formative tests and can also cause anxiety for learners, particularly the youngest. All schools are expected to maintain a broad and balanced curriculum throughout the school year, including the period before the tests are taken.

Part 1: Paper-based National Tests

National Tests assessment timetable

The following timetable applies to the paper-based National **Reading and Numeracy (Reasoning)** Tests in 2019.

Test administration handbook published	October 2018
National Reading and Numeracy Tests Ordering System available	22 October 2018–23 November 2018
Final confirmation of test orders	7 December 2018
Tests dispatched to schools ¹	Primary schools: week commencing 29 April 2019 Secondary schools: week commencing 8 April 2019
Schools plan test timetables	From October 2018
Familiarisation with test administration requirements: Use this test administration handbook, access and disapplication guidance and specific test administration guides to plan for the tests. Check with local authority for any relevant dates for data upload and marking, and share the school's planned test dates.	From the date this <i>National Reading and Numeracy Tests – Test administration handbook 2018/19</i> is published
Schools administer tests	Primary schools: 7–14 May 2019 Secondary schools: 29 April 2019–14 May 2019 Middle schools: 29 April 2019–14 May 2019
Marking	By date set by local authority for the Welsh National Tests Data Collection (WNTDC)
Data uploaded as part of WNTDC (all tests)	As set by local authority, but by 7 June 2019 at the latest
Results to schools for provision to parents and carers	By the end of the summer term

¹ Middle schools and other settings ordering tests for both primary and secondary learners will receive materials for Years 7, 8 and 9 during the week beginning 8 April 2019 and materials for Years 2 to 6 during the week beginning 29 April 2019.

Ordering of test papers

Schools order tests for their learners through the National Tests Ordering website at testsordering.nationaltests.cymru.

This is a secure website requiring use of a unique password and login. Every school eligible to order National Tests will receive a letter with their password and login for use once the system is live. The system will go live on 22 October 2018 and schools will be notified of their password by this date.

All learners in Years 2 to 9 in maintained schools (including community, voluntary-aided, voluntary-controlled and foundation) are required to take the paper-based National Reading Test and National Numeracy Test (Reasoning).

Independent schools have the option to order tests for use with their learners in Years 2 to 9. A charge will be made to cover the costs of print and delivery².

Schools need to order sufficient tests for their learners in the correct language medium for their school context. The Numeracy Test (Reasoning) for each year group is available in either English or Welsh. The content of the English and Welsh versions is identical so that learners can access the tests in the language that is most appropriate for them. Please be aware that it is possible to order numeracy tests in either language/both languages in accordance with standard practice in your school.

Details of a named contact must be entered with the test order so that orders can be confirmed and any queries resolved. **All orders must be completed by 23 November 2018.**

Before placing orders, schools should consider the notes in this handbook on test language medium, access arrangements, and use of modified tests and disapplication.

There will be separate consignments for standard and modified test materials. All consignments will include markschemes, administration guidance and, in the case of the National Numeracy Test (Reasoning), teacher scripts and stimulus materials.

Modified tests are supplied with full guidance on their administration and marking.

² Test results from independent schools cannot be included as part of the WNTDC. Independent schools should use the look-up tables published on Learning Wales in order to calculate learners' scores for diagnostic purposes.

Planning for test administration

Learners are required to take the paper-based National Reading Test and National Numeracy Test (Reasoning). Tests must be taken during the following periods.

- Primary schools: 7–14 May 2019.
- Secondary schools: 29 April 2019–14 May 2019.

Secondary schools are given a two-week period to allow them to schedule the National Tests flexibly during the busiest period of the examination timetable.

Middle schools and other settings with learners in Years 2 to 9 may administer the Years 7 to 9 National Numeracy Test (Reasoning) and the Years 7 to 9 National Reading Test from 29 April 2019.

Within the restrictions of the test window, schools can choose the dates and times of test administration. In planning test timetables schools should consider how best to space the test sessions to suit the needs of their school and to minimise any potential stress to learners. Practical considerations such as allowing time for the required familiarisation with the stimulus materials for numerical reasoning in advance of the test should also be taken into account. Once a test timetable has been drawn up it **must** be shared in advance with the regional consortium, and should be notified to parents/carers and learners.

The tests should normally be administered to whole classes. The National Reading Test may be administered to a whole class in the classroom or to larger groups in larger rooms, e.g. to a year group in the school hall. The National Numeracy Test (Reasoning), however, must be administered in an environment that allows every learner to readily see and hear the presentation of the stimulus materials that precede each test. This is likely to preclude the use of examination rooms or school halls.

To avoid the sharing of information about the test content, under normal circumstances schools should administer the tests so that sittings of an individual test (e.g. the Reading Test for Years 2 and 3) take place on the same day. Should schools, in particular larger schools, encounter difficulty in scheduling tests for the same day they should contact their consortia representative to make them aware of the problem and agree a solution.

Each test will come with easy-to-follow test administration guidance, summaries of which are attached at Annexes 2 and 3 of this document.

Tests in Welsh-medium settings

Learners in Years 2 and 3 who are following the Welsh Programme of Study are only required to sit the Welsh National Reading Test, with the English National Reading Test available as an additional option to those in Year 3 only. Learners in Years 4 to 9 who are following the Welsh Programme of Study are required to sit both the Welsh and English National Reading Tests for their year group.

The Numeracy Test (Reasoning) for each year group is available in either English or Welsh. The content of the English and Welsh versions is identical so that learners can access the test in the language that is most appropriate for them.

Tests in other settings (e.g. pupil referral units)

All learners in Years 2 to 9 who are registered in mainstream schools must sit the paper-based National Tests and their results must be submitted to Welsh Government. This includes learners who are dually registered in a mainstream school and also at a pupil referral unit (PRU) or special school (unless a disapplication decision has been made). The responsibility for ensuring the tests are administered to the learner rests with the headteacher of the mainstream school at which the learner is registered. A headteacher could arrange for the tests to be sat in either setting, depending on local arrangements. However, if the tests are sat in the PRU the headteacher of the mainstream school remains legally responsible at all times for the proper administration of those tests.

Learners who are solely registered at a PRU are not required to sit the tests; however, the PRU is able to order tests (from testsordering.nationaltests.cymru) and submit their data to Welsh Government, or calculate learners' scores using the resources on gov.wales/learning so that they can be used formatively to support learning and teaching and to provide reports to parents/carers.

Test duration

Figures 1 to 3 give information on the test duration for each test and year group. Further detail on managing time in the tests and on rest breaks is included in the test administration guidance provided for each test and summarised in Annexes 2 and 3.

Figure 1: Duration of the paper-based National Tests – Years 2 to 3

Test	Preparation time	Test duration	Notes
National Reading Test Years 2 to 3	25 minutes	60 minutes	Rest break must be given between sections, at the point marked in the test paper
National Numeracy Test (Reasoning) Years 2 to 3	10–15 minutes for each part of the test	30 minutes	Rest break must be given between sections

Figure 2: Duration of the paper-based National Tests – Year 4

Test	Preparation time	Test duration	Notes
National Reading Test Year 4	20 minutes	60 minutes	Rest break may be given
National Numeracy Test (Reasoning) Year 4	15 minutes	30 minutes	Rest break may be given

Figure 3: Duration of the paper-based National Tests – Years 5 to 9

Test	Preparation time	Test duration	Notes
National Reading Test Years 5 to 9	20 minutes	60 minutes	Test to be taken in one sitting
National Numeracy Test (Reasoning) Years 5 to 9	15 minutes	30 minutes	Test to be taken in one sitting

Access arrangements and guidance on disapplication

The tests have been designed to make them accessible to the majority of learners. However, a proportion of learners may need some form of access arrangement to enable them to demonstrate their best attainment on the tests and a small number of learners may, exceptionally, be unable to access them notwithstanding the access arrangements available.

The decision that a learner should not take the tests is for the headteacher to make. When making a decision the headteacher must:

- have regard to this statutory guidance
- have considered whether any of the access arrangements available would support the learner to access the tests (see Annex 5 for full details)
- have sought approval from their responsible regional consortia (providing evidence to support their decision).

Annexes 5 and 7 have full details of access and disapplication arrangements. Any test-specific considerations for access arrangements are included in the test administration guidance booklets which accompany the tests and in Annexes 2 and 3.

Delivery of test materials to schools

The test materials will be delivered in two separate phases (secondary and primary) prior to the tests.

School	Year group	Date
Secondary	Years 7, 8 and 9	During the week beginning 8 April 2019
Primary	Years 2 to 6	During the week beginning 29 April 2019
Middle (and other settings ordering tests for both primary and secondary learners)	Years 7, 8 and 9	During the week beginning 8 April 2019
Middle (and other settings ordering tests for both primary and secondary learners)	Years 2 to 6	During the week beginning 29 April 2019

If secondary schools have not received the materials for Years 7, 8 and 9 by 12 April 2019, and if primary schools have not received the materials for Years 2 to 6 by 3 May 2019, they should contact the Test Order Helpline on 029 2026 5327.

All schools will receive packs of materials containing everything necessary for test administration. The test packs will be assembled using the information submitted by schools to the National Reading and Numeracy Tests Ordering System during October and November 2018.

The packs will contain National Test booklets for your learners, test administration guidance and markschemes, as ordered. Each markscheme delivered will include a spare copy of the corresponding test booklet.

- National Reading Tests – English.
- National Reading Tests – Welsh.
- National Numeracy Tests (Reasoning) – English.
- National Numeracy Tests (Reasoning) – Welsh.

If modified tests are ordered, they will be delivered separately to the standard school order. The package will include associated materials and guidance, including modified markschemes.

Receiving and storing test materials

When the test materials, including any modified materials, are received the headteacher or their delegate (such as an examinations officer or delegated administrator) must check the delivery against the advice note to ensure that the correct number of test packs has been received. If a delivery is incomplete, a member of staff should contact the Test Order Helpline on 029 2026 5327 to arrange for the correct number of test packs to be sent to the school.

Test booklets and markschemes must remain confidential until the tests are due to be taken. These items are packed in opaque, coloured polythene. If they are opened to check the quantities enclosed, then they must immediately be resealed and stored in a secure place until required for test administration or marking. No learner should have access to or sight of the contents of the test booklets in advance of the test session. With the exception of modifying materials (see Annex 5), it is **not permitted** to make photocopies of any pages of the test booklets.

Also included in the consignment of materials are test administration guidance documents for each test and the disks and teacher scripts for the Numeracy Test (Reasoning). These items are non-confidential and are packed in clear film and clearly labelled '**IMPORTANT** This pack contains information on preparing for the tests. It should be opened and then handed to the person responsible for test administration immediately.' These materials are for use prior to the test session. The packs will contain test administration guidance documents for all year groups and should be kept in a central location.

Once administered, the completed test papers and materials should be kept under secure conditions for at least a year in case of any post-administration enquiries. After a year, the school must arrange for the test papers to be disposed of securely.

Test familiarisation

The test-specific administration guidance should be read and/or reviewed in advance of the test administration.

An essential part of the Numeracy Test (Reasoning) will be the delivery of stimulus materials to inform and support the response to test questions. Those delivering the stimulus sessions must familiarise themselves with these in advance of the test and should ensure that the disk containing the presentation is checked. A script is provided to accompany the visual input, which consists of a PowerPoint presentation. Delivery of the stimulus materials is likely to take 5–10 minutes depending upon the presenter's delivery and the degree of learner interaction.

Information in Annexes 1, 2 and 3 of this document summarises the requirements for test administration across all tests and year groups.

Test administrators will also need to be aware of access arrangements agreed for any learners for whom they will be responsible. Permissible access arrangements are set out in 'Annex 5: Access arrangements for the paper-based tests'.

There are a number of classroom resources on Learning Wales which can be used to help familiarise learners with the type of activities they may encounter in the National Tests. The National Tests assess the skills covered in the classroom throughout the year.

Taking the tests

Conditions for administering tests

The tests must be administered under appropriate test conditions and all schools are responsible for administering them to agreed national standards. These conditions and standards are as follows. Schools must ensure:

- that the work produced in the tests is genuinely that of the learners
- that there is appropriate supervision at all times proportionate to the number of learners being supervised
- learners have the test materials and all necessary resources
- that tests are introduced and administered according to the guidance given in this handbook and with regard to the information in the test-specific guidance supplied for each test (see also summary provided in Annexes 2 and 3)
- learners are given the appropriate length of time to complete the test, with reference to the timings given in the test-specific guidance provided in Annexes 2 and 3
- learners do not have access to materials that could, with reference to the test content, give them an unfair advantage, e.g. wall charts or similar classroom resources (**note:** schools are not required to cover all displays, only those which may give assistance in the test)
- that no additional support, information or help is given to learners with the content of the tests, other than in line with the provisions of the access arrangements (please refer to Annex 5)
- that learners do not return to and/or revise their answers to the tests after the allotted time has passed.

Learners should:

- be able to work in comfortable conditions, undisturbed and individually
- not take any recording media into the test, including mobile telephones
- be aware that the purpose of the tests is to find out what they can and cannot do, so that teachers can help them develop their skills; and therefore the work they produce in the tests must be their own and they should not discuss questions or copy answers.

Scope for delivering tests in parts: Years 2 to 4

Breaks must be provided for learners in Years 2 and 3 to allow them to perform to the best of their ability. The length of the break is at the discretion of the school but learners may leave the classroom during this time. Schools may spread the taking of one test throughout a whole school day should they wish to do so.

Year 4 learners should normally take the tests in one sitting but may exceptionally sit the tests in chunks if the school feels that this is necessary to allow them to do their best work. The same conditions as above apply. Learners in Years 5 to 9 must normally take the tests in one continuous sitting.

Details of how to schedule these breaks are provided in the test-specific test administration guidance (Annexes 2 and 3).

Schools must, however, ensure that the overall time that learners spend working on the test does not exceed that allotted, and that the test is completed in a single day. In between test sittings, part-completed answer booklets/tests must be kept where they cannot be accessed by learners.

Absence during the test period

If it is known that a learner will be absent on the scheduled day of the tests, then that learner must be allowed to take the tests at another time within the specified test window. In these cases, the tests should be sat as close to the scheduled test date as possible and the learner should understand that they should not discuss the content of the tests or the answers with their peer group.

If a learner is absent for part of the test and is unable to complete the rest of the test at a later point in the test window, the school should still mark the test script. The school will be able to use the learner's results to inform learning and teaching.

Learners who arrive late for the National Numeracy Tests (Reasoning) and who miss the delivery of the stimulus materials will not be able to join in the test at that time. Arrangements must be made for them to take the test at a later date within the test window. Years 2 and 3 learners who arrive late may be able to access the second section of the test, so long as they are present for the delivery of the second set of stimulus materials.

Learners missing the entire test period must be reported as absent when entering/uploading the test results via the relevant system, i.e. school management information system (MIS). These learners can sit the test on their return and the formative information can be used by the school. However, their scores cannot be uploaded by the school for standardisation.

Persons administering the tests

Many schools are likely to have well-established protocols in place for annual testing of learners and should consider whether these arrangements are appropriate for application, with or without modifications, to the National Tests. When making or modifying such arrangements schools must be mindful of the provisions of the Department for Education's *School teachers' pay and conditions document 2017 and guidance on school teachers' pay and conditions: September 2017* ('STPCD 2017') or in the case of support staff the *National Joint Council for Local Government Services: National Agreement on Pay and Conditions of Service* (National Joint Council for Local Government Services, 2018) or relevant terms and conditions where they are not part of the National Joint Council.

Where schools are administering both the English-medium and Welsh-medium National Reading Tests, careful consideration should be given to ensuring a fair distribution of administration and marking duties so that these do not fall disproportionately on small groups or single members of staff.

Schools have discretion as to which of their staff administer the tests but must be mindful of the provisions of STPCD 2017 in making any decisions in this regard. Where the tests are administered in class bases, broadly in the context of normal timetabled teaching time, it may be reasonable to ask teachers to administer them.

Conversely, where the tests are sat in conditions which replicate those for external examinations, out of normal teaching time and in discrete examination conditions, such as on a year group basis in an examination hall, schools should be aware that they are likely to fall under paragraph 52.8 of Section 2.

‘A teacher should not be required routinely to participate in any administrative, clerical and organisational tasks which do not call for the exercise of a teacher’s professional skills and judgement, including those associated with the arrangements for preparing pupils for external examinations such as invigilation.’

In this context it is a reasonable expectation that, subject to the agreement of the head of centre (usually the headteacher) a teacher should be present at the beginning of a test in their subject area to check the paper and to ensure that there are no problems with it. Those administering the test should be made aware of the procedure for dealing with emergencies and for contacting a teacher in the subject area under examination should any learner raise a concern or problem with the paper which requires their professional judgement. It may also be appropriate for a teacher to be present at the end of a test to ensure its efficient conclusion. When carrying out such tasks, teachers should not be expected to stay in the hall/room for any longer than is necessary to perform them.

Schools may employ external invigilators if they so wish.

Where support staff are used to administer and/or mark the tests, schools must ensure that these tasks are appropriate to their level and job description.

With the Numeracy Tests (Reasoning), and particularly in relation to the younger year groups, it is important that the stimulus materials that precede the test are presented by someone who the learners are comfortable with, and who also has an ability to engage learners and ensure their understanding of the stimulus context. Schools should take steps to ensure this and therefore may feel it appropriate for these tests to be administered by teachers or teaching assistants known to learners.

After the tests have been taken

Marking the tests

Markschemes will be supplied with the test packs. Marks are recorded directly onto the test papers. Schools should retain papers once marked and may wish to refer to them for formative purposes.

Schools have discretion as to which of their staff mark the tests. Markschemes have been designed to be quickly and easily applied and, wherever possible, to minimise the need for professional judgement, but there will remain the need for some judgement to be applied in particular situations. The markschemes for the National Reading and Numeracy Tests also provide a guide to interpreting and building on learner and class performance and schools should be mindful of this, and of the aforementioned provisions of paragraph 52.8 of Section 2 of STPCD 2017, in making any decisions as to who should mark the tests.

It is at schools' discretion whether they choose to give markers dedicated time for the task of marking.

Schools should be aware that questions on the modified papers may differ from the standard papers. The *Notes for teachers*, supplied with the modified tests, include modified markschemes for each test. Markers will need to refer to the modified markschemes and the standard markschemes when marking the modified test papers (please refer to page 52 'How do I mark modified tests?' for further guidance). Markers must be mindful of their responsibility for keeping papers secure during the test window, and for the safe handover of all papers for storage by the school.

All test papers **must** be marked by **7 June 2019** for the WNTDC in order to allow for timely uploading of scores. Local authorities may have arrangements in place for an earlier completion date.

Diagnostic tools

Diagnostic toolkits to support question-by-question analysis will be available and these may also be useful when marking. The toolkits will be published on the Learning Wales website at the end of the test window at learning.gov.wales/resources/browse-all/national-reading-and-numeracy-tests-diagnostic-support-tools/?skip=1&lang=en.

Supported marking

On the introduction of the National Tests, secondary schools requested additional support with the marking of the Years 7, 8 and 9 National Numeracy Tests (Reasoning). The Welsh Government has been providing the Supported Marking Service since summer 2014. In 2019 the Supported Marking Service will be available to schools for the National Numeracy Tests (Reasoning) for Years 7 to 9. In addition, a training programme will be provided for regional education consortia in the Years 2

to 6 National Numeracy Test (Reasoning) markschemes, to enable consortia to support primary schools in their regions.

Poor practice

The purpose of the National Tests is formative, to provide teachers with information on learners' reading and numeracy skills. The Welsh Government does not make judgements on schools based on test results.

If an instance is found where a learner's script does not represent that learner's own work for any reason, the headteacher **must** be informed and a record kept of which questions and responses might have been affected for the information of the marker, the local authority and any subsequent investigation. The headteacher or an appropriate delegate **must** then contact the relevant local authority or regional education consortium to notify them and for guidance on the actions that should be taken. The final decision on results in cases where they are in doubt, or appear inaccurate or incorrect, rests with the Welsh Ministers.

Data input and reporting

For information regarding data submission please refer to the *Welsh National Tests Data Collection and reporting arrangements 2018/19*. This will be available on the Welsh Government website in the spring term, before testing begins. Local authorities will be informed when this document is available.

Upon receipt of the raw scores from the tests, and following standardisation, pupil results sheets for each test will be generated and provided to schools. The test results presented must be shared with parents/carers as part of the normal reporting process. If schools are unable to provide reports to parents/carers by the end of the summer term 2019 these should be provided no later than 30 September 2019.

Pupil results sheets

The pupil results sheets give an age-standardised score and a progress measure for each of the tests sat by learners. Age-standardised scores that are very high or very low are not always reliable; there is considerably more statistical variation at the end of the score ranges than in the middle and so learners' abilities are not estimated very reliably here. This is because data at the ends of the score ranges are much sparser.

In a few cases the range of difficulty of the questions in the test may mean that it is not possible to register an age-standardised score for a learner whose reading or numeracy skills are developing more slowly than would be expected. In these cases, the age-standardised score can only be given as 'less than 70'. Similarly, very high achievers can only be given an age-standardised score of 'more than 140'.

The progress measure shows whether a learner's improvement in reading or numeracy each year is in line with that of other learners in the same national curriculum year group taking the same test. No one performs consistently all of the time. Small changes are most likely due to how the learner performed on this

particular test on the particular day of testing. Patterns of change over time may give a stronger indication of the learner's progress.

The Welsh Government's *Reading and numeracy tests in Wales – 2018: Information for parents and carers of children in Years 2 to 9*

(learning.gov.wales/resources/browse-all/reading-and-numeracy-tests-information-for-parents-carers/?lang=en) provides further information on the scoring of the tests.

The guide sets out that each test is designed to measure achievement across the range expected for each year group and that they will not always give reliable information for learners who are working at the extremes of the range for their age. In these instances parents/carers will be encouraged to discuss their child's progress with their school. All schools use a range of methods to assess how these learners' skills are developing and will report learners' progress to parents/carers.

Headteacher's declaration

Within seven school days of the final date for data submission, the headteacher **must sign** and **submit** a declaration **to the regional consortium** (acting on behalf of the local authority) confirming that the test packs were received and stored securely, that the tests were administered correctly according to the requirements set out in the NT administration handbook (this handbook), and that the tests were marked in accordance with the markscheme. A downloadable declaration form is available at

learning.wales.gov.uk/resources/browse-all/headteachers-declaration/?lang=en.

Monitoring of assessment arrangements

Local authorities have a statutory responsibility to monitor the assessment arrangements in at least 10 per cent of their schools. The local authority must ensure that assessment arrangements are in accordance with the test administration timetable, test administration guidance, and guidance included in this handbook. Each year the local authority or regional consortium will carry out a programme of monitoring visits to a sample of schools. The visits may take place during any of the following periods.

- The week before the tests are administered to learners.
- The period during which the tests are administered to learners.
- Up to 20 school days after the last day on which any of the tests have been administered to learners.

Where visits take place either during the test administration period or after testing is complete, the local authority representatives must also ensure that learners' written responses represent their own work and that the tests have been marked in accordance with the relevant markscheme.

Following any monitoring visit, the outcome of the visit will be discussed with the headteacher. If the local authority or regional consortium has any concern that the assessment arrangements are not in accordance with the published guidance or that learners' responses do not represent their own work, they will bring the matter to the attention of the headteacher and report the matter to the Welsh Government.

Headteachers and governing bodies have a duty to permit the local authority or regional consortium to access school premises, inspect or take copies of any documents in relation to the assessment arrangements for the tests, and to provide them with relevant information as requested.

Support

To raise any queries about test papers, schools can contact the Test Order Helpline on 029 2026 5327 or wgto@nationaltests.cymru.

Part 2: Personalised assessments

Introduction to personalised assessments

Welsh Government is phasing in online personalised assessments over a three-year period, starting with Numeracy (Procedural) in 2018/19.

In the 2018/19 academic year, learners in Years 2 to 9 in maintained schools (including community, voluntary-aided, voluntary-controlled and foundation) are required to take the **online** National Numeracy Personalised Assessment (Procedural), and the **paper-based** National Reading Test and National Numeracy Test (Reasoning).

Over time the personalised assessments will replace the paper-based National Tests, in line with the timetable provided below.

Academic year	Numeracy (Procedural)	Reading (English and Welsh)	Numeracy (Reasoning)
2018/19	Online	Paper	Paper
2019/20	Online	Online	Paper
2020/21	Online	Online	Online

By moving online, Welsh Government will provide a personalised assessment experience that adjusts the level of challenge for each learner. In personalised assessments the questions are selected based on the learner's response to the previous question. A learner who answers a question correctly will receive a question that is slightly more challenging; a learner who answers a question incorrectly will receive an easier question. This process continues until the assessment system has covered the relevant aspects of the curriculum and gathered sufficient information on the learner's responses. It is a tailored assessment that provides information on the skills of individual learners and whole classes. Marking is automatic and feedback will be available the day after the assessment is taken.

Further guidance on the personalised assessments, including managing user access, scheduling and taking assessments, and accessing feedback is available on the assessment website. For further support, schools can also contact the Assessment Helpdesk on 029 2026 5099 or help@personalisedassessments.wales.

Timing of personalised assessments

Schools have the flexibility to schedule the National Numeracy Personalised Assessment (Procedural) at any point during the academic year that they consider most beneficial to inform learning and teaching.

Learners are required to take the National Numeracy Personalised Assessment (Procedural) once during the 2018/19 academic year. Schools also have the option to use the assessment once more during the academic year. If schools decide to

use the assessment a second time, it is recommended that learners do not exceed one assessment per term.

Access to personalised assessments

Staff and learners access the personalised assessments via Hwb, Welsh Government's online learning platform, using their Hwb logins.

Before learners can take personalised assessments:

- the headteacher, or member of staff acting on their behalf, needs to assign functions and access for relevant staff
- staff need to log in to Hwb and navigate to the personalised assessments website by clicking on the icon in the Hwb tools menu at the top right-hand side of the page in order to schedule assessments for learners
- they need to log in to Hwb and work through a familiarisation assessment so that they understand the question formats.

For information on how users find their Hwb usernames and passwords, please follow this link hwb.gov.wales/getting-started.

Schools should note that the assessment website relies on data from schools' MIS. Schools will need to ensure that their MIS is up to date and that the Hwb Provisioning Client³ is run on a regular basis.

User management

Schools must ensure that access to data about individual learners complies with the General Data Protection Regulation (GDPR). This includes data from the statutory assessments that headteachers have a duty to arrange to be administered to their learners.

In order for personalised assessments to be administered in any school, the headteacher, or member of staff acting on their behalf, is required to log in to the assessments website (which is accessed via Hwb) and assign access for relevant staff to schedule and facilitate assessments and view learner reports. The headteacher, or staff member acting on their behalf, will also need to agree that the personalised assessments are administered in accordance with this administration handbook.

The functions allocated will determine what activities staff can undertake on the personalised assessments website. Access can be restricted to particular year groups or classes, to ensure that staff are accessing relevant and appropriate information.

The functions shown in the table on page 21 are available for headteachers to assign to their staff members. The headteacher, or the member of staff delegated to set up assessment arrangements on their behalf, is automatically assigned the 'Administrate' function, which enables them to manage other users' functions. The

³ See the help section on the Hwb Provisioning Client at hwb.gov.wales/hwb-provisioning-client.

'Administrate' function can also be allocated to other relevant members of staff. It is recommended that the 'Administrate' function is assigned sparingly, and only to those members of staff for whom this level of access is essential.

Figure 4: User management – functions

Function	Schedule personalised assessments	Facilitate personalised assessments	Access feedback and reports	Manage users
Administrate	✓	✓	✓	✓
Facilitate and analyse	✓	✓	✓	
Facilitate	✓	✓		
No access				

Scheduling assessments

Scheduling

Schools have the flexibility to schedule the National Numeracy Personalised Assessment (Procedural) at any time during the academic year. Schools can schedule the assessment for individual learners, small groups or whole classes, in accordance with their preferences and their IT facilities. As the personalised assessments will be different for each learner, there is no requirement for a whole class of learners to take the assessments at the same time.

Personalised assessments must be scheduled for a particular school day and scheduled at least the day before the assessment takes place. They can be taken at any point during the school day. If a learner does not start an assessment on the scheduled day, it will be cancelled overnight, and the school can reschedule the assessment. If a learner starts an assessment on the scheduled day but does not complete it, the results will be submitted overnight unless the assessment is cancelled. It is important in this situation that the assessment is cancelled and rescheduled.

Assessment length

There is no fixed duration for the assessments; learners will work through them at their own pace. The length of assessments will vary depending on how long it takes the system to establish the learner's ability level. When the system has gathered enough information, the assessment will end automatically. The National Numeracy Personalised Assessment (Procedural) generally lasts between 20 and 40 minutes. If you are scheduling for a group or a whole class, you may need to plan an activity for those who finish their assessment ahead of the rest of the group.

Before learners take the assessments, you will need to ensure that there is sufficient time to set up, e.g. ensure all devices are working and all learners have their Hwb login details.

Devices and infrastructure

Guidance on the devices and browsers that can be used for the personalised assessments is available at Annex 4.

Guidance on how to make the most of your school's internet connectivity is available at learning.gov.wales/docs/learningwales/publications/180627-personalised-assessments-it-guidance-for-schools-en.pdf.

Language

The National Numeracy Personalised Assessments (Procedural) can be taken in English or Welsh. The language of a learner's assessment is chosen when a staff member schedules the assessment. However, a learner is able to view a copy of the question in the other language at any point during the assessment, by clicking an icon at the bottom of the screen.

Familiarisation assessments

Before taking a personalised assessment, schools should allow learners to try a familiarisation assessment. This will enable learners to view the question types and understand how to answer them, and also to become familiar with the navigation of the assessments.

Familiarisation assessments are accessed via Hwb.

Assessments in other settings (e.g. PRUs)

All learners in Years 2 to 9 who are registered in mainstream schools must sit the personalised assessments once during each academic year. This includes learners who are dually registered in a mainstream school and also at a PRU or special school (unless a disapplication decision has been made). The responsibility for ensuring the assessments are administered rests with the headteacher of the mainstream school at which the learner is registered. A headteacher can arrange for the personalised assessments to be taken at either setting.

Access and disapplication (modifications)

The personalised assessments will be suitable for many learners with special educational needs (SEN); they will be compatible with standard assistive technologies and modified versions will be available. For information on the modified personalised assessments please see Annex 6. For information on disapplication, please see Annex 7.

Taking the assessments

Before a learner can take a personalised assessment, a staff member with the appropriate access to facilitate an assessment must release the assessment that has been scheduled to the learner. Guidance on how to schedule and facilitate an assessment will be available on the assessment website.

Once an assessment has been released to the learner, the learner can access the assessment via Hwb.

Learners should be given access to paper and pens/pencils for any rough working out. Learners' working out will not be assessed as part of the National Numeracy Personalised Assessment (Procedural). It should be made clear to learners that only the answer submitted onscreen can be taken into account.

If learners cannot answer a question they should be encouraged to move on to the next one. If a learner misses a question, they will be given a slightly easier question. Staff should explain to learners that they **cannot go back to a previous question or amend an answer once they have moved on to the next question**. In personalised assessments each question is selected based on the response to the previous question. It is therefore not possible to move backwards through the questions. Missing a question does **not** affect the overall assessment of a learner's skills.

Assessment conditions

In order that teachers can gain the most accurate information about learners' skills, schools should ensure that:

- learners have all necessary resources
- the work produced in the assessments is genuinely that of the learners
- there is appropriate supervision at all times
- the assessments are administered according to the guidance given in this handbook for the National Numeracy Personalised Assessments (Procedural).

Learners should:

- be able to work in comfortable conditions, undisturbed and individually
- be aware that the purpose of the assessment is to find out what they can and cannot do so that teachers can help them develop their skills, and that therefore the answers must be their own and they should not discuss questions.

Breaks

During the National Numeracy Personalised Assessments (Procedural) breaks can be provided to learners of any age by pausing the assessments at any point. Staff members should give particular consideration to allowing breaks for younger learners. The length of the break is at the discretion of the school and learners may leave the classroom during this time. The staff member can pause the assessment, and learners can log out of the assessment and then log back in after the break. It is important that the staff member also pauses the learner assessment in the assessment website; otherwise the learner will be able to access it from a different device.

The assessment must be completed in a single day. If a learner cannot complete in a single day, the assessment should be cancelled and rescheduled.

Absence

Should a learner be absent on the day of a scheduled assessment, the assessment can be rescheduled for another time. If the learner has not started the assessment, the assessment will be automatically cancelled overnight. If a learner has started the

assessment but cannot complete it (e.g. they are sent home ill) then the assessment can be cancelled.

After the assessments

Feedback

A range of reports will be available for individual learners and whole classes.

Feedback on individuals will be available on the assessment website one day after the assessments are completed. Teachers will have the opportunity to review reports before releasing them to learners. Guidance will be available on the assessment website.

Reports will only be available to those staff members allocated either the 'Administrate' or 'Facilitate and analyse' functions.

Individual learner reports must be shared with parents/carers as part of the normal reporting process. Schools are encouraged to share with parents/carers when the information is current. If the assessments are taken twice during the academic year, parents/carers should receive both sets of feedback.

Monitoring of assessment arrangements

Local authorities have a statutory responsibility to monitor the assessment arrangements in at least 10 per cent of their schools. Monitoring of how schools are implementing the personalised assessments may take place at any time.

Monitoring visits will focus on promoting good practice in the use of the assessments, and on how the information about learners' skills provided by the assessments has been used to plan learning and teaching.

Support

To raise any queries about the administration of the personalised assessments, schools can contact the Assessment Helpdesk on 029 2026 5099 or help@personalisedassessments.wales.

Links to guidance materials are available on the assessment website.

Annex 1: National Reading and Numeracy Tests – general administration guidance for paper-based tests

This general test administration guidance should be read in conjunction with the test-specific guidance presented in Annexes 2 and 3.

Note: Test administration guidance giving full details of how to administer each test will be provided to schools with the test materials.

It is very important that tests are administered so that the results will be a reliable and fair reflection of the learners' abilities. The need to administer the test under standardised conditions should **not** create a stressful or intimidating environment. Since the purpose of the tests is to provide useful formative information, tests should be presented in a positive and purposeful way, encouraging learners to do their best without causing any anxiety.

Learners should complete the test using a pencil or pen, depending on usual classroom practice.

Before starting a test

Before a test begins the requirements of that specific test should be addressed (as summarised in Annexes 2 and 3 and as set out in full in the test administration guidance provided with the test papers).

Preparations to meet any access arrangements should be agreed in advance for individual learners (see access arrangements guidance in Annex 5).

Administering the test

Explain to the learners:

- that they must work individually
- that they must not talk to, or copy, each other
- that they should make sure their answers are clear, and should change their answers, if necessary, by crossing out or erasing errors
- that they should show their working out if the paper asks them to
- that if they have problems, they should ask for help by raising their hand
- that if they find a question too hard, they should have a go and then move on to the next one
- the time they have available to complete the test
- if they are being given a break within the test period
- that when they have finished, they should go back and try any questions not yet attempted. Then they should check their work (this should be emphasised).

Give each learner a copy of the test booklet and ask learners to complete the front cover with the following details:

- first name
- last name
- class
- school
- date of birth (an accurate date of birth is needed to calculate age-standardised scores)
- date of test (an accurate date of test is needed to calculate age-standardised scores).

For learners in Years 2 and 3, for reasons of accuracy, you may wish to complete some of the learners' details yourself (e.g. school, date of birth, date of test).

As the learners are working their way through the test, you should check periodically that they understand what they need to do and are working through all the questions.

Learners who finish early should be advised to check their work, but then be allowed to read silently, if this is felt to be appropriate.

Access arrangements

The tests have been designed to make them accessible to the majority of learners in the recommended year groups. However, a small number of learners may need some form of access arrangement to enable them to demonstrate their best attainment on the tests.

These are set out in full in Annex 5. During test administration, access arrangements agreed in advance for individual learners must be taken into consideration.

Questions and answers

Do all learners in the class have to take the test?

The decision that a learner should not sit a test is for the headteacher to make, having had regard to the access arrangements guidance in Annex 5.

Do the tests have to be delivered to learners in one sitting, or can learners have rest breaks?

For older learners the tests should be achievable in one sitting, so no breaks are allowed unless they are given within the context of the specific needs of the individual learner (please refer to the access arrangements guidance in Annex 5 and the disapplication arrangements guidance in Annex 7).

However, for younger learners in Years 2 and 3, it is possible that test performance might be adversely affected by fatigue or lack of concentration. For that reason, test administrators must give learners in those year groups a break at appropriate points in the tests (see Annexes 2 and 3 for what this means in relation to the individual Reading Test and Numeracy Test (Reasoning)).

A rest break is optional for learners in Year 4, at the teacher's discretion.

Where rest breaks are given, it is important to ensure that:

- the rest break is sufficient to refresh learners
- no more than the designated total time for each test is given
- the learner is given the opportunity to attempt all parts of the paper, so the test properly reflects their attainment
- no information is given to learners during the break that could influence their test performance
- learners are discouraged from discussing the test during a break
- learners are reminded of key points, such as the importance of checking their work, before restarting the test after a break.

What do I do if there is a fire alarm during the test?

Ideally, a fire alarm practice should not be scheduled during the testing period. However, if this is unavoidable or if a real fire alarm occurs during the test, then the test must be stopped. If it is possible, note how much of the testing period remains at the point when the test is stopped. When the situation returns to normal, the test can be reconvened and the remaining time made available. Learners should be encouraged not to talk about the test content until after the test is completed.

What do I do if a learner arrives late for the test?

Ideally, the tests should be carried out when the whole class is present and there are no interruptions. However, if the late arrival is unavoidable, and the test has not been under way for more than a few minutes, then you may wish to ask the learner to take the test alongside their peers and then provide the additional few minutes at the end of the test period. Alternatively, it may be preferable to ask the learner to engage in another quiet activity and then take the test on another occasion. If this is the case, then the learner should take the test as soon as reasonably possible (ideally on the same day) and should be encouraged not to discuss the test content with their peers until after the event.

It is important to note, however, that if latecomers to the National Numeracy Test (Reasoning) miss the delivery of the stimulus materials that start the test, they will be unable to continue at that time and arrangements will need to be made for them to sit elsewhere during the test, then to take it at a later date.

What do I do if a learner asks me a question?

Try to pre-empt any questions about pencils and erasers by telling learners how to obtain extra supplies. In general, follow your usual classroom practice.

Genuine questions asking for clarification of what to do may be answered at the beginning of the test. Once the test is under way, only respond to learners who put up their hands. Go over to them and answer their question privately.

If every learner hears the instructions it should not be necessary to repeat them more than once or twice. If you feel that there are learners who are prone to worry, station yourself near them and answer any questions quietly.

For more detailed and specific guidance on answering questions during the National Reading Test and National Numeracy Test (Reasoning), please refer to Annexes 2 and 3 or the test-specific test administration guidance provided to schools with the test materials.

Annex 2: National Reading Test – test administration guidance

This guidance relates to the specific requirements of administering the National Reading Test and should be read in conjunction with the general test administration guidance presented in Annex 1.

Structure of the test

The sentence-completion exercise (Years 2 and 3 only), reading texts and associated questions are presented in the same test booklet. Learners are required to respond in a variety of ways to a range of different question types.

Practice questions

A set of ‘practice questions’ is provided for learners to complete prior to taking the test. Some learners may not be familiar with, or may need reminding about how to complete, some of the question types used in these tests. It is **vital**, therefore, that you spend time familiarising learners with this section so that they will not be disadvantaged in any way and will be able to demonstrate their best attainment.

For learners in Years 2 to 6, it is recommended that you **read the practice text and questions aloud** and work through each question, checking that learners are clear about how to complete each item.

For learners in Years 2 and 3, there are two ‘practice questions’ sections – one for sentence completion and one for the questions about the texts. You may also wish to **remind learners about how to complete different question types following any breaks**.

For learners in Years 7 to 9, you do not have to read the practice text aloud but you must ensure that learners are clear about how to complete each of the different types of question and should discuss the most appropriate answer for each of them. Please note that the practice section is intended to familiarise learners with the different types of question in the test. If learners are familiar with the question types then this period may be relatively brief.

Resources

Each learner will need a pen or pencil (depending on what they usually write with in class) and a copy of the test booklet. You may also wish to supply an eraser. Learners must **not** use dictionaries or thesauri.

Timing and rest breaks

Information from the trials of the tests indicates that most learners should be able to complete the test within **60 minutes**. If a learner in your class completes the test before 60 minutes have elapsed and you are satisfied that they have had sufficient opportunity to check their work, they should be allowed to read silently, if you feel this to be appropriate.

In addition you should allow up to 25 minutes prior to the test to give test instructions, distribute the booklets and complete the practice questions.

The following timings should be used for this test.

Years 2 and 3	Years 4 to 9
<ul style="list-style-type: none">• give test instructions and distribute test booklets: up to five minutes• review and complete sentence completion practice questions: up to five minutes• learners do sentence-completion task: 10 minutes• review question types and complete practice questions: up to 15 minutes• learners complete the two texts/test sections: 50 minutes (split into two 25-minute sittings)	<ul style="list-style-type: none">• give test instructions and distribute test booklets: up to five minutes• review question types and complete practice questions: up to 15 minutes• learners complete test: up to 60 minutes

Note: If learners have not completed a section of the test when you stop the class to move on to the next section, then they **may** return to it later if they have time.

Administering the test

This test-specific guidance should be read in conjunction with the general test administration guidance for the National Tests, presented in Annex 1.

Explain to learners the information presented in the 'Before starting the test' section in the test administration guidance.

Give each learner a copy of the test.

If appropriate, ask learners to complete the cover of the booklet (see Annex 1).

For learners in Years 2 and 3

Explain that the test booklet consists of several sections, and contains a number of different types of question. Ask learners to open to the first page of the test booklet. Read the instructions aloud; you can rephrase the explanation to ensure all learners understand.

- Ask learners to complete the practice questions; you should read the questions aloud, discuss what to do and which of the options is the most appropriate.
- Ensure that learners are clear about how to complete the sentence-completion questions.

In your own words, describe the work entailed in the booklet, but include the following points.

- Learners should work through the next two pages of the answer booklet answering as many questions as they can until they reach the end of the first section; they should stop at this point.
- If they find a question too hard, they should have a go and then move on to the next one.
- If they have problems, they should ask for help by raising their hand.
- They have 10 minutes to complete this part of the test.
- Take a note of the time and start the test.

Encourage learners to move on through the questions, rather than spending too long on questions they cannot answer.

- After 10 minutes, ask the group or class to stop.

You may wish the learners to have a short break at this point.

- Ask the learners to turn to the next section.
- Read the instructions aloud; you can rephrase the explanation to ensure all learners understand.
- It is **vital** that time is spent looking at the practice questions – you should read the text aloud and work through each of the questions checking to ensure that learners know how to complete them. You should read the questions aloud and discuss the appropriate responses.
- You should model how to locate the answer and how to respond.

In your own words, describe the work entailed in the booklet, but include the following points.

- Learners should work through their test booklet answering as many questions as they can until they reach the end of the first section.
- Explain that learners should read all of the boxed text before starting to answer the questions (hold up a test booklet and point to each of the pages with boxed text to show what they need to do – you should just point out one text to start with).

- Once they have read all of the text, they should return to the beginning and start to answer the questions.
- If they find a question too hard, they should move on to the next one and come back to it later.
- Learners can look at the reading text as often as they wish when they are answering the questions.
- If they have problems, they should ask for help by raising their hand – however, you may not read the text or questions to the learners.
- Take a note of the time and start the test.
- Allow learners 25 minutes to read and answer the questions on the first text.

Learners must have a short break at this point.

- After a break, you may wish to remind learners how to complete different question types.
- Learners should read and answer questions about the second text.
- Again, they should read all of the boxed text before starting to answer the questions (hold up a test booklet and point to each of the pages with boxed text to show what they need to do).
- Once they have read all of the text, they should return to the beginning and start to answer the questions.
- If they find a question too hard, they should move on to the next one and come back to it later.
- Learners can look at the reading text as often as they wish when they are answering the questions.
- If they have problems, they should ask for help by raising their hand – however, you may not read the text or questions to the learners.
- Take a note of the time and start the test.
- Allow learners 25 minutes to complete this part of the test.
- Encourage learners to move on through the questions, rather than spending too long on questions they cannot answer. When the whole testing time has elapsed, ask learners to finish writing.
- Finally, collect in all booklets.

For learners in Years 4 to 9

Explain that the test booklet consists of several sections each with a variety of different questions.

- Ask learners to turn to the first page of the test booklet.
- Read the instructions aloud; you can rephrase the explanation to ensure all learners understand.
- It is **vital** that time is spent looking at the practice questions.

After learners have completed, or have familiarised themselves with, the practice questions and you are satisfied that any queries have been dealt with, continue to the main test administration.

In your own words, describe the work entailed in the booklet, but include the following points.

- Learners should work through their answer booklet answering as many questions as they can until they reach the end.
- If they find a question too hard, they should have a go and then move on to the next one.
- Learners should look at the reading text as often as they wish when they are answering the questions.
- If they have problems, they should ask for help by raising their hand.
- They have up to 60 minutes to complete the test.

Take note of the time and ask learners to begin the test. Encourage learners to move on through the questions, rather than spending too long on questions they cannot answer.

Remind them they can go back to them at the end if they have time.

When the whole testing time has elapsed, ask learners to finish writing.

Finally, collect in all booklets.

Responding to questions

You should not read any part of the text or questions to the learners other than the 'practice questions' section. In monitoring learners as they are doing the test, no help should be given in reading the text or locating the correct answers.

You should answer questions such as 'Is this the right one?' by saying 'Tick the one you think is the correct one' or 'I can't tell you – you need to choose for yourself'.

Access arrangements

This test does not require learners to undertake any extended writing in order to answer the questions. However, for learners with impaired motor control it may be beneficial to provide someone to write down their answers as the learner points to, or otherwise indicates, a specific answer option.

Readers can only help a learner to read general instructions and locate the pages to which they are referred in the questions. No other help with reading should be given.

Annex 3: National Numeracy Test (Reasoning) – test administration guidance

This guidance relates to the specific requirements of administering the National Numeracy Test (Reasoning) and should be read in conjunction with the general test administration guidance presented in Annex 1.

It is very important that schools are fully aware of the implications of this guidance in terms of preparing for the tests: delivery of the stimulus materials that start each test requires careful planning and preparation by the test administrator.

It is important to note that the teachers' scripts and slide presentations that accompany the stimulus materials in the main National Numeracy Tests (Reasoning) must not be used for learners using the modified large print (MLP) or Braille modified test materials. Modified scripts and stimulus materials for these learners are included in the *Notes for teachers* that accompany the modified tests.

Structure of the test

Learners are provided with one test booklet.

For Years 2 and 3 only, the test booklet is split into two sections, each relating to a separate set of stimulus materials presented to learners immediately before they embark on the linked questions.

For Years 4 to 9, the initial group of questions link to the stimulus materials presented to learners at the start of the test. There are then further questions with independent contexts.

Resources

Each learner will need a pen or pencil (depending on what they usually use in class), a copy of the test booklet, ruler and eraser.

Years 2 to 4	Learners must not use calculators.
Years 5 to 9	Learners are permitted to use calculators and should be encouraged to use them when appropriate.

Timing and rest breaks

The test must take no more than 30 minutes in total.

Up to 15 minutes should be allowed prior to the test (or part of the test) to give test instructions, distribute the booklets and present the stimulus materials.

Where a break is given, booklets should be collected in and returned to learners when the test reconvenes.

Learners who finish early should be advised to check their work, but then be allowed to read silently, if the teacher feels this to be appropriate.

For learners in Years 2 and 3

The test period must be broken into two 15-minute sections to coincide with the two sets of stimulus contexts and questions. In between sections, learners should be given a break in order to prevent fatigue or loss of concentration. The length of this break is at the discretion of the teacher, but should be sufficient to ensure learners are refreshed before they embark on the second section of the test. Please ensure that during the break no input is given to learners that could influence their test performance. Discourage discussion about the test.

For learners in Year 4

The test period may be broken into two 15-minute sections to prevent fatigue or loss of concentration if the teacher assesses this as appropriate. The length of this break is at the discretion of the teacher but should be sufficient to ensure learners are refreshed before they embark on the second section of the test. Please ensure that during the break no input is given to learners that could influence their test performance. Discourage discussion about the test.

For learners in Years 5 to 9

The test should be undertaken in one sitting.

Preparing for the test

In advance of the test, schools must ensure:

- they can access the stimulus materials on the disk provided. Technical guidance on accessing the stimulus materials will be provided before the test period
- the member of staff presenting the stimulus materials has read through and assimilated the script provided, in conjunction with the presentation on the disk
- the test venue is appropriate for the delivery of the materials, the means for projecting the stimulus materials (computer, not CD player) is present and fully operational, and that each learner can see and hear the presentation, yet work individually once the test has started.

During the presentation of the stimulus materials, learners may sit together, e.g. on the floor, but must move to their allocated place to complete the test.

Administering the test

Explain to learners the information presented in the 'Before starting the test' section in the test administration guidance.

Give each learner a copy of the test.

If appropriate, ask learners to complete the cover of the booklet (see Annex 1).

Explain to the learners (using your own words):

- you cannot help them answer any of the questions, but if they need help in reading a question, they should raise their hand
- they should always show their working (this should be emphasised)
- they should do their working in the boxes provided, but they can write anywhere on the page. They can also write on diagrams/graphs, etc., if they wish
- if they find a question too hard, they should have a go and then move on to the next one
- they have 30 minutes to complete the test (where a rest break is being given, tell them when this will be)
- when they have finished, they should go back and try any questions not yet attempted. They should check their work and only then indicate by raising their hand that they have completed the test.

For Years 2 and 3 it is important to ensure that learners are aware that they should not move on to the second section of the booklet until they are told to do so. Explain that for the first section of the test, they will only be answering questions until they see 'Stop here'; then they should stop and check their work. For the second section of the test, ask learners to open their booklet at the relevant page of the test. Also tell them that the test includes questions on the back page.

Presenting the stimulus materials

Go through the presentation, using the script provided (for Years 2 and 3, there are two separate presentations linked to the two sections of the test). This should be presented with interest and enthusiasm.

You can use your own words to expand the script if you wish, as it is very important that learners understand and are fully engaged with the scenario.

Encourage engagement with the presentation through questions and peer discussion as appropriate. However, it is essential that this does not inadvertently lead to help being given to learners in the test questions themselves, so please take care to restrict your discussion at this stage (and during the test itself) to the context and content of the actual stimulus materials.

No help can be given with the numeracy that is to be assessed.

Once you have completed the presentation, including the notes within the script reminding learners to show their working, check their work and so on, make a note of the time and start the test.

If learners in your class complete the test before 30 minutes have elapsed and you are satisfied that they have all had sufficient opportunity to check their work, they should be allowed to read silently, if you feel this to be appropriate.

When the whole testing time has elapsed, ask learners to finish writing.

Finally, collect in all booklets.

Responding to questions

Encourage learners to ask questions during the delivery of the stimulus materials: it is important that they understand the context, so they can readily access the test questions that follow. You should, however, take care not to give them information that directly links to the numeracy that is being tested.

During the test, help may be given to learners in reading the text but not in providing any explanation of numerical meaning. You can remind them of contexts but you should answer questions such as 'What does xxx mean?' by saying 'What do you think? – see if you can work it out for yourself'.

Access arrangements

As indicated in Annex 5, some learners may benefit from working in a separate room.

It is important to remember, however, that arrangements must be made in advance to ensure the learner can access the stimulus materials, either within the large group before moving to a separate room, or individually within the alternative accommodation.

This test does not require learners to undertake any extended writing in order to answer the questions. However, for learners with impaired motor control it may be beneficial to provide someone to write down their answers as the learner dictates their response.

Providing a reader for learners who have difficulty reading is acceptable for the National Numeracy Tests (Reasoning). Readers must, however, ensure they limit their support to reading the text: care must be taken not to inadvertently help learners understand or respond to the numeracy that is being assessed.

Annex 4: National Numeracy Personalised Assessments (Procedural) – administration guidance

This guidance relates to the specific requirements of administering the National Numeracy Personalised Assessments (Procedural).

Structure of the assessment

The National Numeracy Personalised Assessments (Procedural) are constructed from a large bank of questions which are based on the skills in the National Numeracy Framework for Years 2 to 9. The first question is selected to be appropriate for a learner in their current curriculum year, although the teacher can override this where necessary, if a learner is working at a level significantly below their curriculum year. Subsequent questions are selected from the bank of questions as described below.

Each assessment is tailored to the learner's responses, i.e. it selects questions to present to the learner based on the learner's answers to previous questions. The assessment system stops the assessment once it has collected sufficient information in order to make a reliable decision about the learner's skills or once the learner reaches the maximum number of questions allowed. This personalisation means that every learner will see a different set of questions and the number of questions will vary. Although learners will work at their own pace, the length of an assessment will typically be about 30 minutes.

Familiarisation assessments

Familiarisation assessments are provided for teachers to use with learners prior to taking the assessment.

Each contains nine questions, which include examples of each of the question types used in the personalised assessments. Some learners may not be familiar with some of the question types or may not have completed assessments on computer. It is **very important**, therefore, that you spend time familiarising learners using these materials so that when they take an assessment it will provide the best information on their skills.

For learners in Years 2 to 6, it is recommended that you **read the familiarisation questions aloud** and work through each question, checking that learners are clear about how to complete each question.

For learners in Years 7 to 9, you do not have to read the questions aloud but you must ensure that learners are clear about how to complete each of the different types of question and should discuss the most appropriate answer for each of them.

Familiarisation assessments should be taken shortly before a personalised assessment (though not necessarily in the same lesson) and may be accessed at any time.

Setting up access to the assessments

Accessing the assessments

Schools will use Hwb (hwb.gov.wales/) to log in and access the assessments.

For information on how users find their Hwb usernames and passwords see the following link: hwb.gov.wales/getting-started.

Schools should note that the assessment website relies on data from schools' MIS. Schools will need to ensure that their MIS is up to date and that the Hwb Provisioning Client⁴ is run on a regular basis.

Setting up access

On first use the headteacher, or member of staff acting on their behalf, must use their Hwb login details to access the assessment website, and will be prompted to acknowledge responsibility for safeguarding school data.

Once this is done, access can be allocated for other teachers and school staff to use the assessment website.

There are four different access options.

1. **Administrate:** a user that can schedule and facilitate an assessment, and access feedback and reports for the whole school. In addition to this, a user that can edit the functions and access for other members of staff. A headteacher, or a member of staff acting on their behalf, can allocate the 'Administrate' function to additional users. (A 'user' is any member of staff with access to the assessment site.)
2. **Facilitate and analyse:** a user that can schedule and facilitate an assessment, and access feedback and reports.
3. **Facilitate:** a user that can schedule and facilitate an assessment.
4. **No access:** a user who cannot access assessments or feedback and reports.

Note: It is recommended that the 'Administrate' function is assigned sparingly, and only to those members of staff for whom this level of access is essential.

All staff will be reminded about the confidentiality and security of data.

⁴ See the help section on the Hwb Provisioning Client at hwb.gov.wales/hwb-provisioning-client.

Before administering an assessment

Checking IT set-up

To run a personalised assessment, schools need:

- internet connection – typically you will need a minimum bandwidth of 2Mbps if you are assessing a class of 30 learners, with no other significant demands on the network at the time
- devices – schools can use a combination of devices when running assessments
- Hwb login details for all learners taking the assessment.

Devices that can be used

The assessments have been designed to be compatible with a wide range of devices. Staff members will be able to schedule assessments in accordance to their school's preferences and facilities. The assessments can be taken by individual learners or in small groups depending on the devices available.

The assessments can be used on:

- desktop computers
- laptops – including Chromebooks
- tablets – including iPads

that have a modern browser (see next section) installed.

Before any assessment is run, devices should be fully charged and checked for updates.

Browsers that can be used

You should use one of the following browsers (these are the minimum browser requirements):

- Google Chrome 59
- Internet Explorer 11
- Mozilla Firefox 55
- Safari 10.

Scheduling assessments

Note: The headteacher, or nominated member of staff, must allocate access before users can schedule assessments or access feedback.

Assessments must be scheduled for a particular school day and scheduled at least the day before the assessment takes place. Schools must use the assessment website which is accessed via Hwb, to schedule assessments. A step-by-step guide to scheduling assessments is available on this site.

Learners will be allocated a starting question based on their curriculum year group for the first assessment they take (or the teacher can over-ride to give an easier starting question if appropriate). In future assessments the system will select a question based on the ability level determined from the previous assessment.

When scheduling assessments, staff members can select whether the assessment will be taken in English or Welsh, and can also select accessibility options, colour and contrast changes (see Annex 6).

Timing and rest breaks

Before starting an assessment, time should be allowed for learners to log in and take familiarisation assessments, if they have not already done so.

No time limit is set for the assessment, so the learner can respond to the presented questions at their own pace. Learners should be encouraged to move on through the questions, rather than spending too long on questions they cannot answer. The assessments take, on average, about 30 minutes and generally vary between 20 and 40 minutes.

Staff members are advised to use their professional judgement with learners who take longer than this to complete the assessment. Staff members may choose to encourage the learner to work more quickly or to stop an assessment that is taking an unreasonably long time. The staff member can pause or cancel the assessment.

Breaks may be given to learners of any age, and an assessment may be spread throughout the school day. It is recommended that staff members give particular consideration to younger learners, and that learners in Years 2 and 3 should have a break after 15 minutes. Staff members should monitor to decide when or if breaks are appropriate for other learners.

When an assessment is paused or stopped, the results for the questions the learner has answered will be uploaded at 6p.m. on the day the assessment is taken unless the assessment is cancelled. An assessment with submitted answers cannot be restarted and cannot be rescheduled.

Classroom set-up

On the day of an assessment, please ensure the following are completed:

- the room is set up to allow learners to work on devices independently
- if laptops and tablets are being used, ensure they are charged and ready to use for an assessment
- learners have paper and a pen or pencil available for any rough working out
- staff members have considered activities for learners who finish early.

Learner login

When their assessment has been released by a teacher or member of staff in the assessment website, learners should navigate to hwb.gov.wales/ and enter their

Hwb login credentials. They should be given assistance entering these where required. Learners should navigate to the assessments website and click 'Numeracy (Procedural)'.

Facilitating a personalised assessment

On the date an assessment has been scheduled, staff with 'Facilitate', 'Facilitate and analyse' or 'Administrate' functions are able to facilitate an assessment. Staff should log in to Hwb and navigate to the assessment website. The assessments will first need to be released for the learners to use. Users can facilitate the assessments from the 'Today's assessments' section of the 'Home' page, or the 'Assessments' page. See the guidance on the assessment website for details about this.

Before the assessment has started, staff members should remind learners of key features of these assessments.

- The purpose is to provide information on their skills so that they understand what they can do and the areas they may need to work on.
- Learners **cannot go back and amend an answer once they have moved on to the next question.**
- If learners get stuck on a particular question and cannot answer, they should **move on to the next question.**
- If a learner needs help reading a question, they should raise their hand and ask a teacher or member of staff (who can read the question but should not help with the numerical content).
- Learners may need to scroll down on screens to see the full question content. A green notice will pop up on the screen to warn them of this.
- If learners want to see the question in the alternative language (English/Welsh) they should click the icon at the bottom of the screen.
- If a learner encounters problems with their computer/device, they should raise their hand and advise a teacher or member of staff.
- Learners understand that they can use paper and a pen or pencil for working out, but that they must type their answer onscreen.
- The **length of the assessment is not a reflection of the learner's ability and learners should work at their own pace.** The assessments will be about 30 minutes, but this will vary (they generally last between 20 minutes and 40 minutes depending on how fast the learner works and how many questions they receive).
- There is no fixed end-point in terms of duration; when the system has gathered enough information the assessment will end automatically.

During the assessment, the teacher or member of staff should check that:

- learners are progressing through questions and moving on if they don't know the answer to a particular question
- learners are working honestly and independently
- learners have rough paper and a pen or pencil for working out
- **calculators and other tools are not being used**
- learners are assisted with reading question content if needed, but not with working out or method

- if there is an incident or interruption, assessments can be paused, resumed or cancelled in the assessment website.

Alternative language function

When scheduling an assessment for learners, staff members can set the language in which the assessment will be taken: English or Welsh. In either case, the alternative language version of the question will be available as a pop-up window at any time. Clicking on the icon at the bottom of the screen allows learners to see the assessment content in the other language. The alternative language version is displayed as an image and the learner cannot input an answer in the alternative language.

Responding to questions

The assessment questions may be read aloud to learners if needed. No help should be given with any of the numerical content of the questions.

You should answer questions such as 'Is this the right one?' by saying 'Choose the one you think is the correct one'.

Access arrangements

See Annex 6 on the access arrangements for the personalised assessments.

After the assessment

Learner reports will be available to those staff members with 'Administrate' or 'Facilitate and analyse' functions the day after the assessments have been taken. These staff members should log in to Hwb and the assessment website to access the feedback. The learner reports must be released by the staff member in order for the learner to see them. Once the learner reports are released, the learners will be able to access them via Hwb.

A number of class reports, summarising the performance of the whole group, are also available for staff use. More information about the available reports and how to use them is provided on the assessment website.

Annex 5: Access arrangements for the paper-based tests

The National Reading Test and Numeracy Test (Reasoning) are designed to support both pedagogy and school improvement, generating data from which teachers can gain an accurate picture of where a learner is in terms of their skills and ability compared to other learners.

The tests, which are taken by learners in Years 2 to 9 in all maintained schools in Wales, have been designed with learners' access in mind. It is expected that nearly all learners will be able to access them without special arrangements. Schools have some discretion as to how they administer the tests, and further guidance on this is provided in Annexes 1, 2 and 3.

We recognise, however, that some learners may face challenges in accessing the tests, and that for some learners it will not be possible to do so. The purpose of this guidance is to assist headteachers and schools in:

- understanding what arrangements they can make to help their learners access the tests
- understanding the range of modified test papers available
- identifying and making judgements about those learners who, for a variety of reasons, will not be able to access the tests even with full use of the modifications available.

Proper consideration of the factors laid out in this guidance will enable schools to support as many of their learners as possible to access the tests and to make proper, evidenced decisions in relation to those who cannot.

Access arrangements

Learners who may need access arrangements

The tests are intended to assess learners' ability in a fair and comparable way, with as many learners as possible having access to them. The tests are designed so that many learners with SEN or disabilities can undertake them in their standard format.

However, administrators may need to adapt the administrative arrangements for some learners so that they can fully demonstrate what they know and can do. Access arrangements are **adjustments based primarily on normal classroom practice for particular needs**. They should neither advantage nor disadvantage individual learners, nor change the demands of the assessment. Those administering the tests should decide whether any access arrangements are appropriate by carefully considering the assessment needs of individual learners.

A learner who is disabled within the meaning of the Equality Act 2010, and at a substantial disadvantage in comparison with a learner who is not disabled, is entitled to a reasonable adjustment to remove or, if that is not possible, to reduce the disadvantage.

For simplicity, in this guidance the term ‘access arrangements’ is used to cover both arrangements for learners without disabilities and reasonable adjustments for learners with disabilities.

Access arrangements may be appropriate for learners:

- with a statement of SEN as described in the *Special Educational Needs Code of Practice for Wales* (Welsh Assembly Government, 2002)
- for whom provision is being made in school using School Action or School Action Plus **and** whose learning difficulty or disability significantly affects access to the tests
- with a disability that does not give rise to an SEN but requires alternative access arrangements
- who are unable to sit and work at a test for a sustained period because of a disability or behavioural, emotional or social difficulty
- for whom English/Welsh is an additional language and who have limited fluency in English/Welsh.

Adaptations to the tests

Owing to the wide range of learners’ needs and circumstances, it is not possible to provide exhaustive rules governing the use of adaptations. Those administering the tests should use their knowledge of individual learners in deciding which adaptations to make, bearing in mind the nature and level of support that these learners receive as part of normal classroom practice. The test handbook and guidance provided to those ordering modified papers give specific advice for particular needs, e.g. visual or hearing impairment needs.

Permissible adaptations include photocopying the tests onto coloured paper, or enlarging any format of the test to a particular size. However, schools should take particular care when modifying papers where there are references to other pages in the tests, or where diagrams have been drawn to scale. Coloured overlays and coloured filter lenses may also be used in the case of learners with dyslexia if this is the normal classroom practice.

It is important to note, however, that the teachers’ scripts and slide presentations that accompany the stimulus materials in the main National Numeracy Tests (Reasoning) should not be used for learners using the MLP or Braille modified test materials. Scripts and stimulus materials for these learners are included in the *Notes for teachers* that accompany the modified tests.

Scribes

Scribes may be used for any test for learners who would normally receive this type of support in a classroom setting or have the need for a scribe as a result of a recent impairment. A scribe should only be used to support a learner who:

- uses Braille
- is physically unable to write down their answers and is unable to use a word processor
- has a motor impairment or experiences physical or mental discomfort when writing

- writes extremely slowly.

Where a scribe is used a note to this effect should be put on the learner's paper(s).

Readers

In the **Numeracy Test (Reasoning)**, readers may be used in accordance with the test administration guidance supplied with the tests.

In the **Reading Tests**, readers can only help a learner to read general instructions and locate the pages to which they are referred in the questions. No other help with reading either the text or the questions should be given.

Mechanical and/or technological aids

Learners can use their mechanical or technological aids in the tests if that is their normal classroom practice, and provided these do not reduce the level of the demand in the tests. Learners must not use screen-reader software or a spellchecker program in the **Reading Test**; under the same principle, in the **Numeracy Test (Reasoning)** counting aids are not permitted.

Additional time

Certain learners may have extra time where this follows from either the modified papers they are to use or their normal classroom practice.

Learners using the Braille and MLP versions of the tests can have up to 100 per cent additional time, at the discretion of the school.

Learners who are not using the Braille or MLP versions of the tests can have the amount of additional time specified for their normal classroom work, up to 100 per cent. For example, if a learner customarily has an extra 25 per cent of time to complete their work in class, then they can have 25 per cent of time added to the test. This would include learners such as those with language difficulties or with hearing impairments which lead to the need for additional processing time. Schools should have evidence that learners are normally allowed additional time if it is to be allowed in the tests. **No other learners are allowed additional time for the tests.**

Separating tests into sections and providing rest breaks where learners have difficulty concentrating or experience fatigue

Some learners may have an SEN which involves difficulty concentrating or leads them to experience fatigue due to a health problem or to a difficulty in processing information, e.g. learners with a hearing impairment. In such cases, the tests may be split into coherent sections ('chunked') as they would be for younger learners, or the clock may be stopped, to allow for rest breaks. This may, if necessary, be combined with the 'additional time' provision discussed previously.

Use of prompters for learners with severe attention challenges

Learners with severe attention challenges may be supported by a prompter where this is normal classroom practice. Where a prompter is used, the test should be taken in a separate room. The prompter may only draw the learner's attention back to the test; no support or guidance may be given as to the method of taking the test.

Use of separate rooms for one-to-one support

Separate rooms should be used for learners whose SEN warrants this, and also in cases where the nature of a learner's support risks distracting or advantaging other learners taking the test.

Environmental and delivery considerations relevant to learners with SEN

Where schools are administering the tests to learners with SEN, especially those with hearing impairments or on the autistic spectrum, it is particularly important that the tests are administered in a room with good acoustic quality, to enhance their ability to take in instructions. Such learners may also need additional processing time in order to understand and recall these instructions; test administrators should check that they have understood the requirements before proceeding with the test.

Additional considerations for learners with sign language support

Learners who use sign language to access the curriculum may have sign language support in the tests. For the reading tests all the instructions and the practice questions may be signed to ensure the learner understands the procedures. As the reading tests are assessing reading skills, the questions and texts may not be signed. The learner shall normally write their own responses; if they have a scribe under no circumstances may the learner's responses be corrected in transcription. In Numeracy Tests (Reasoning), the complete test may be signed by/communicated to the learner. The learner may sign their responses to be transcribed by the communicator. Learners must not be in a position to see other learners' signed responses.

Support for learners who find difficulty in engaging with the tests or experience distress

It is good practice to allow learners who are likely to finish the tests early to bring with them a book or a suitable piece of work to occupy themselves with while the others in the class or test group finish the test session.

If a learner has been entered for the tests and, notwithstanding having been properly prepared and supported, becomes distressed, then the practitioners administering the tests should support them in the same way as they would if they became upset over a piece of class work. This could include allowing them to resume sitting the test at a later date within the test window, if appropriate.

The language of the tests and learners' response language

The English and Welsh **Reading** Tests are designed to test learners' ability to read in English and Welsh. The test must be conducted in English or Welsh and learners must respond in English or Welsh, as appropriate.

In **numeracy (reasoning)**, the tests are designed to test learners' numerical skills, knowledge and understanding. Teachers and/or language support staff may translate the test or learners' responses.

Translation of instructions for Reading Tests

It is permissible for the general instructions for the Reading Test to be translated. This may be done in writing, in advance, or by a reader/translator provided for that purpose. Readers or translators may not translate the texts and related questions, or provide assistance in interpreting them.

Translation of Numeracy Test papers

Schools may translate whole Numeracy Test papers for English as an additional language (EAL) and Welsh as an additional language (WAL) learners and for those who regularly have their work translated. However, the use of written or oral translations for learners with EAL or WAL must be normal classroom practice. Schools must be able to justify the decision to provide translation, with reference to evidence to show that resources are routinely committed to providing this support. If translations are provided orally, the test administration guidance must be followed. Headteachers are responsible for making arrangements to ensure the quality of any translation made. The use of free web-based translation services is not recommended.

Those administering the tests should also bear in mind that EAL or WAL learners, or learners who use British Sign Language (BSL) or other sign-supported communication, may not be familiar with some subject vocabulary and technical terms in their preferred language.

Mechanical and technical aids and other assistance for EAL/WAL learners

EAL/WAL learners may use dictionaries and electronic translators, where this is normal classroom practice, in relation to the Numeracy Tests (Reasoning) only. Dictionaries and electronic translators may not be used in the Reading Tests unless, exceptionally, to help learners understand the general instructions.

Entering learners for tests other than those for their national curriculum year group

Some learners with significant SEN who would be disapplied from one or more of the tests for their national curriculum year group may be able to register some attainment against the tests if they take the Reading Test or Numeracy Test (Reasoning) for the national curriculum year group which best matches their attainment against the annual expectations set out in the National Literacy and Numeracy Framework (LNF). The tests can provide valuable diagnostic information; however, test results for a learner taking an 'out of year' test cannot be included in the school's formal WNTDC submission and should be marked as a 'D' (as disapplied) for this purpose.

Schools will be able to calculate a standardised progress measure for these learners using the look-up tables published on the Learning Wales website to report to parents/carers. Such a decision should be made in the light of advice from the relevant local authority and recorded prior to the delivery of the test packs.

Learners working above their national curriculum year level must sit the test for their correct year group in order to return correct data for that year group. Learners may not take the National Reading and Numeracy Tests for a higher national curriculum year group.

Schools may administer additional 'out of year' tests to specific learners for formative purposes; this may only be done outside the National Reading and Numeracy Test cycle and results **cannot** be included with the data submitted by schools in the WNTDC.

Modified tests

What are the modified tests?

Modified tests are available to support learners with visual impairment or learners who **normally use large print as part of their normal classroom practice**. There is also guidance to support those administering the modified tests to learners with a hearing impairment or who use sign language.

The following modified tests are available:

- **Braille** – Braille grade 2. Diagrams may be provided either as thermoform on plastic or film, or on swell paper
- **modified large print (MLP)** – B4-sized, 18 point font, in black and white
- **enlarged print (EP)** – B4-sized, 14 point font, in black and white.

Schools should note that questions in the modified papers may differ from the standard papers.

What are MLP test papers and which learners will need them?

Learners with severe visual impairment or other significant needs, such as Asperger's syndrome, autism or dyslexia, may benefit from using the MLP versions of the tests. However, the MLP format is only suitable if learners are used to being presented with modified materials as part of normal classroom practice. The font size is 18 point, the diagrams are simplified or omitted, and they are printed only in black and white on B4 paper and bound with wire-comb. B4 paper measures 364mm by 257mm. For Years 2 and 3, MLP papers are produced on A4 paper.

What are EP test papers and which learners will need them?

Learners with visual impairment or other SENs may need EP test papers, if that is how their class materials are generally presented. The EP test papers are an exact enlargement of the standard test papers and they are intended to represent the tests as if they had been enlarged on a photocopier. The font size is approximately 14 point, and they are generally printed in black and white on B4 paper, and bound with wire-comb. B4 paper measures 364mm by 257mm. Exceptionally, some EP test materials for the Numeracy Tests (Reasoning) may be produced wholly or partly in colour, depending on the test content.

EP tests are available for learners in Years 4 to 9.

For learner manageability reasons, learners in Years 2 and 3 requiring EP tests should use the MLP tests.

Why are the EP versions generally in black and white rather than in colour?

While a significant number of learners with visual impairment can access black print on white paper, not all can access colour.

The tests are generally produced in black and white to enable as many learners as possible to access the tests independently. If learners are able to access colour, the

colour illustrations in the standard versions of the Reading Tests can be enlarged on a colour photocopier and inserted into the MLP or EP booklets.

Some EP learner booklets for the Numeracy Test (Reasoning) are produced in full colour. This may cause access difficulties for any learner who usually accesses only materials produced in monotone. Schools should contact the Test Order Helpline to discuss whether MLP test papers would better suit the needs of such learners.

Why are the EP and MLP tests printed on B4 paper?

EP test papers have to be on paper larger than A4 because they are enlargements of the standard papers. Similarly, MLP is on larger paper to accommodate the modified diagrams and the larger font size. For learner manageability reasons, it is not desirable to use A3 paper, so B4 is used as it is smaller than A3 but larger than A4.

Can we order two different versions of the tests for one learner?

Yes, you can order two versions of the same test for one learner if their normal class material is a mixture of formats. However, this needs a great deal of care, as the materials may have been modified differently in each format. Test administrators should note that one version may have a slightly different markscheme to the other. Care will therefore be needed while administering and marking tests where a learner has used two different formats. Before the test, you should examine both versions and decide which version would best reflect usual classroom practice. You should not attempt to combine different versions of individual questions, e.g. a standard question with an MLP question or a Braille question with an MLP question. You should also not try to combine reading and question booklets, e.g. a standard reading booklet with an MLP question booklet, or a Braille reading booklet with an MLP question booklet. In the Numeracy Test (Reasoning), it is important that the same version is used for the teacher script and the learner booklet. It is important to note that the teachers' scripts and slide presentations that accompany the stimulus materials in the main National Numeracy Tests (Reasoning) must not be used for learners using the MLP or Braille modified test materials. Modified scripts and stimulus materials for these learners are included in the *Notes for teachers* that accompany the modified tests.

When can we open the modified materials?

Exceptionally, the modified test materials may need to be accessed by a teacher to consider whether adaptations are needed to make specific test items accessible for individual learners. Such adaptations may include re-Brailling into grade 1 Braille, or further enlarging test papers, or copying onto coloured paper. In such circumstances, the confidentiality and security of the test materials must be maintained at all times.

For these reasons, modified test materials may be opened upon receipt or a maximum of five days before the test date.

How much additional time can a learner using the modified tests have?

The same arrangements that apply to takers of the standard tests apply to those taking the modified tests. Learners using the Braille and MLP versions of the tests can have up to 100 per cent additional time, at the discretion of the school. Learners using the EP versions of the tests can have the amount of additional time specified for their normal classroom work, up to 100 per cent. For example, if a learner

customarily has an extra 25 per cent of time to complete their work in class, then they can have 25 per cent of time added to the test. Schools should have evidence that learners are normally allowed additional time if it is allowed in the tests.

Are the tests available on coloured paper for learners with dyslexia, or in other formats?

The modified tests are only available in Braille, MLP and EP versions. The MLP and EP versions are only available as black print on white paper. As noted under 'Access arrangements' on page 44, if schools have learners that need the tests in other formats, schools may adapt the tests to suit the individual needs of their learners. This may involve photocopying the tests onto coloured paper, or enlarging any format of the test to a particular size.

Coloured overlays and coloured filter lenses may also be used in the case of learners with dyslexia if this is the normal classroom practice. Some standard test materials, such as the learner booklets for the Numeracy Tests (Reasoning), and some EP learner booklets for the Numeracy Tests (Reasoning), are produced in full colour. This may cause access difficulties for any learner who usually accesses only materials produced in greyscale. Schools should contact the Test Order Helpline to discuss whether MLP test papers would better suit the needs of such learners.

Can the school make their own or further adaptations to the tests?

In exceptional cases, if the needs of a particular learner are not met by the modified tests that are available, schools can adapt the tests to suit the needs of individual learners.

Schools should study the *Notes for teachers* that accompany the modified tests for specific guidance on making further adaptations to questions. They may also consult the Test Order Helpline for advice. However, schools should take particular care where there are references to other pages in the tests, or where diagrams have been drawn to scale.

It is essential that any adaptations made should not change the content of the question, or inadvertently advantage or disadvantage the learner. It is vital that the content of questions is not amended as part of the school's own/further adaptations.

What is the format of the Braille tests?

The Braille tests are produced in fully contracted Unified English Braille (UEB) or/and Welsh Braille. The chosen version should match the usual classroom practice for the learner. The text is embossed single-sided and Braille capitals are used. If this format does not suit an individual learner, schools may re-Braille the tests to suit the needs of any individual learner.

Learners can read in Braille and respond in print, and vice versa, if this is the usual classroom practice.

How do I order modified tests?

All modified tests can be ordered via the National Reading and Numeracy Tests Ordering System at testsordering.nationaltests.cymru at the same time as all other test orders are placed.

Refer to page 5 of this guidance for further information.

Modified tests will be delivered to the school in a separate consignment.

How do I mark modified tests?

To mark the Braille and MLP versions, please use the modified markscheme alongside the standard markscheme. The modified markscheme provides details of how to mark questions that have been adapted and to which the standard markscheme can no longer be applied. All other questions should be marked according to the standard markscheme.

Annex 6: Modifications to personalised assessments

The assessments have been designed with learners' access in mind; it is expected that nearly all learners will be able to access them without special arrangements. However, where accessible versions are needed the assessments have been devised to meet the widest possible range of access needs, and to work with a wide range of commonly used access technologies and usual access arrangements. Where possible, learners should be provided with support to access the assessments in the same way as it is provided to them in day-to-day classroom practice for computer-based working.

Access arrangements

Rest breaks and time allowed

The personalised assessments do not have a fixed duration or a fixed number of questions (although there is a maximum number of questions): the assessment system stops the assessment when it has made a reliable decision about the learner's ability. The National Numeracy Personalised Assessments (Procedural) are generally between 20 and 40 minutes long (depending on the speed at which the learner works) and contain about 30 questions.

Rest breaks can be given to learners of any age. If it is considered that the learner requires a break to allow them to perform to the best of their ability, this can be done by pausing the assessment in the assessment website. The learner can log out and then log back in to resume the assessment at the point they left it. It is important that the assessment is paused during this break or the learner may be able to access it from another device. The assessment must be completed on the same day that it is started. Any uncompleted assessment will automatically be submitted at 6p.m. on the day it was scheduled.

There is no fixed assessment duration, so learners have as much time as they need to complete; the staff member can determine how long to give the learner to complete the assessment based on classroom practice and learner well-being. The staff member facilitating the assessments should encourage learners to move on through the questions, rather than spend too long on questions they cannot answer. If necessary, the assessment can be stopped, cancelled and rescheduled for another day.

Enlarged versions

The personalised assessments have been designed to work with the magnification tools available within learner devices (e.g. Windows Magnifier, or using the browser zoom function). These should be used in the way that the learner uses them in normal classroom practice. An enlarged version will probably require additional scrolling which the learner may need support with (that is when using browser zoom; Magnifier automatically scrolls if using mouse navigation). The assessments are designed so that a prompt is given when scrolling is required.

Colour and contrast changes

When scheduling an assessment for a learner it is possible to select a range of different colour and contrast options.

The colour and contrast options can be applied by the staff member when scheduling the assessments in the assessment website. The colour and contrast selected should be in line with what the learner uses every day in the classroom.

If this set-up is not suitable for the learner, then it is possible to use colour overlays on the computer or laptop screen (though not on a tablet device) or for the learner to use coloured filter lenses. Again, the approach selected should reflect the approach used in normal classroom practice for the learner.

Using screen readers

The personalised assessments have been designed to be compatible with dedicated screen readers and have been tested with the JAWS (Job Access With Speech) screen reader. Alt text has been added to the images where this is appropriate.

A screen reader should be used in line with the usual classroom practice for the learner.

Use of tactile diagrams

A small number of the questions in the National Numeracy Personalised Assessment (Procedural) require the use of tactile diagrams. It has been necessary to include these to ensure curriculum coverage for learners who are using screen readers or having the assessments read by their teacher or other adult. The booklet of tactile diagrams should be made available to the learner when taking the assessment. The learner will only need to use the booklet if one of the questions requiring a diagram is selected by the system. If this occurs, the learner may need support in locating the correct diagram.

Copies of the booklet of tactile diagrams can be obtained by contacting the Assessment Helpdesk on 029 2026 5099 or help@personalisedassessments.wales.

Use of sign language

Sign language versions of the assessments are not available owing to the wide range of sign languages in common use in schools. The learner's usual sign language support can be used to sign any text to the learner. You may sign all or part of any question and record the learner's sign language responses if appropriate, and if this is usual classroom practice.

Scribes

Scribes may be used for learners who would normally receive this type of support in a classroom setting or have the need for a scribe as a result of a recent impairment. A scribe should only be used to support a learner who:

- uses Braille
- is physically unable to use a keyboard
- has a motor impairment or experiences physical or mental discomfort when typing responses.

Readers

Any question or instruction in the National Numeracy Personalised Assessment (Procedural) can be read to the learner.

Entering learners for assessments other than those for their national curriculum year group

The assessments are personalised, which means the assessment system will select a question to present to a learner based on their response to the previous question. This means that the assessment will adapt to the learner's ability level.

The first question in an assessment is determined by the learner's current national curriculum year group. It is possible for the teacher to override the starting question difficulty, to make it easier than would normally be presented to learners in their national curriculum year. The override is available to the teacher in the assessment website when scheduling an assessment for a learner.

Note that for learners in Year 2 the starting point is one of the easiest questions in the bank. For learners unable to access these questions, it may be inappropriate to proceed with the personalised assessment. Teachers should use their professional judgement and consider the disapplication guidance at Annex 7.

Annex 7: Disapplication

For the purpose of allowing learners' progress in reading and numeracy to be tracked, even small steps of progress as measured by the tests will be meaningful. It is vital therefore, that all learners who can access the tests are allowed and supported to do so.

As a statutory part of the assessment framework, the National Tests and personalised assessments have been designed to allow as many learners as possible to have access to them and there is an expectation that nearly all learners will do so. To facilitate this and extend the range of learners able to access them, a range of access arrangements are in place to support learners and a suite of modified tests is also available. There may, however, be a small number of learners who, exceptionally, are unable to participate notwithstanding these arrangements. Schools have responsibility for making arrangements to identify learners who are unable to work at the level of the tests, and those who are working at that level but are (i) unable to access them, or (ii) able to access them but only at a considerable disadvantage. This section of the guidance is intended to assist schools in identifying such learners and discharging this responsibility.

The decision that a learner should not take the tests is for the headteacher to make. When making a decision the headteacher must:

- have regard to this statutory guidance
- have considered whether any of the access arrangements would support the learner to access the tests
- have sought approval from their responsible regional consortia (providing evidence to support their decision).

Unlike under former arrangements, it is not necessary for headteachers to make a direction disapplying the national curriculum in order to do this. However, headteachers must have regard to this statutory guidance, consider whether any of the access arrangements available would support the learner to access the tests, and have sought approval from their regional consortia or responsible local authority providing evidence to support their decision no later than one calendar month before the test is due to be administered. The use of this facility will be monitored and may be subject to challenge by local authorities if apparently inappropriate patterns of disapplication emerge – therefore supporting evidence must be retained for any decision.

All disapplication decisions must be made individually, rather than en bloc, and on the merits of the case. A learner disapplying from the Reading Test is not automatically disapplying from the Numeracy Test (Reasoning) or vice versa, neither does disapplication from the Numeracy Test (Reasoning) presuppose disapplication from the National Numeracy Personalised Assessment (Procedural). Each case must be considered on its merits, depending upon that learner's individual needs.

For the National Numeracy Personalised Assessment (Procedural), headteachers should maintain a list of disapplications for submission to the regional consortia (acting on behalf of local authorities) at the end of the school year.

Learners who cannot access the tests even with modifications

Some learners' additional learning or other needs will be sufficiently significant or severe that, in the view of the headteacher, they will not be able to access one or more of the tests, or would be at a substantial disadvantage. This disadvantage may persist even with full use of the modified tests available as well as application of the available access arrangements and making of reasonable adjustments.

This is particularly likely to be the case for learners with severe learning difficulties or profound and multiple learning difficulties. Headteachers may therefore determine that such learners are not required to take the tests.

For the purposes of deciding whether or not disapplication under this criterion is appropriate, schools should consider whether or not learners are able to demonstrate any of the expectations set out in the LNF for the national curriculum year group the learner is in or, in the case of the Numeracy Tests (Reasoning), the expectations for the relevant phase or key stage. If learners are judged as not being able to meet any of the relevant expectations in the LNF and to be operating at a number of years below the level appropriate for their year group, then disapplication may be appropriate. Appropriate reference can be made to the previous year's National Reading and Numeracy Test papers for an indication of the level of challenge of the relevant paper or papers.

Learners in relation to whom relevant sections of the national curriculum have been disappplied

Some learners may have a statement of SEN which (as provided for in section 113 of the Education Act 2002) modifies or disapplies some or all of the national curriculum. In addition, under sections 113–116 of the Education Act 2002, headteachers may temporarily disapply the national curriculum for a particular learner if, for the time being, it is inappropriate to offer the national curriculum as it currently applies to them. Where such a disapplication has an effect on the literacy and/or numeracy elements of the curriculum such that the learner's ability to undertake the tests would be adversely affected, the headteacher may determine that that learner need not take the test or tests.

Learners entering from different education systems and whose ability to access the tests cannot be established

If a school does not have time to determine a learner's ability to access the tests before the testing cycle commences, e.g. because they have recently arrived from a different education system, the headteacher may determine that that learner need not take that year's tests. This provision applies for that year's tests **only**.

Disapplication in relation to EAL/WAL learners

Disapplication in relation to EAL/WAL learners

Disapplication would be appropriate for relatively few EAL/WAL learners. Any decision on disapplication in relation to EAL/WAL learners should be discussed in advance with the relevant regional consortium officer.

Headteachers who take this option must be willing and able to explain and justify their decision to the learner's parents/carers. When making a decision the headteacher must have:

- regard to this statutory guidance
- considered whether any of the access arrangements would support the learner to access the tests
- sought approval from their responsible regional consortia (providing evidence to support their decision).

Learners who are new to the British education system

Learners from a non-English- or non-Welsh-based education system (NEWBES) may not be disapplied from the tests solely for this reason. The National Tests are for formative use and therefore all learners must sit the tests unless they cannot access them, or the school cannot assess their ability to do so, as outlined previously.

Learners' results must be submitted in the appropriate manner as part of the WNTDC. Results for learners with a NEWBES status are included in statistics at a national level only. Aggregate statistics on schools and local authorities are no longer published for the National Tests.